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ABSTRACT

This booklet contains information about what is happening in the field of in-service training in a multi-racial society in England at the present time, as gathered by means of discussions with teachers and with those concerned with the provision of courses. A rationale for in-service training in the context of the under-achievement of children from minority ethnic groups is provided. There is also a discussion of four basic ideas agreed upon by the discussants to represent the range of present provisions: those of diversity, school oriented courses, training trainers, and resources. The booklet is also said to provide some evaluation of the differing purposes and influences of the various courses which have taken place through a presentation of five case studies. A need for diversity of provision within in-service training, and clarification of purpose and implication of each type of course are among the needs identified by the conclusions. Seven recommendations, among which is the need for interaction between school management and total staff, are made. Appendices include those on resources, the extent of the inquiry, statistical distribution of immigrants, and course programs. (Author/AM)

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IN-SERVICE EDUCATION OF TEACHERS IN MULTI-RACIAL AREAS

An evaluation of current practice

Community Relations Commission

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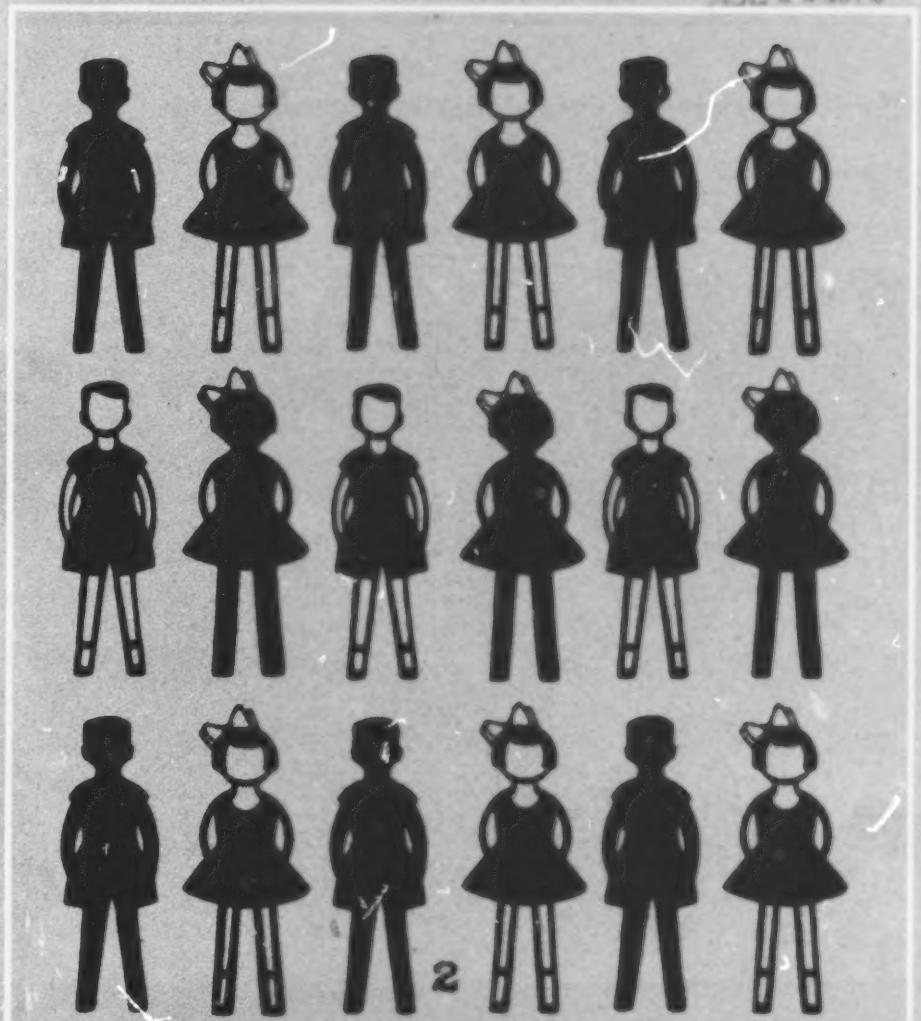

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In-Service Education of Teachers in Multi-Racial Areas

– An evaluation of current practice

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Acknowledgements

The Community Relations Commission would like to take this opportunity to thank all those who helped in this study.

Foreword

The Community Relations Commission is anxious to see an increase in the provision of in-service training for teachers, especially in multi-racial areas, on the needs of multi-cultural education. We urge this because we believe that the educational system should respond to the unnecessary under-achievement of minority group children in our schools.

Pre-service training in this area, while vital, still does not affect the majority of teachers; neither can it be expected to provide answers to the institutional and organisational requirements of individual multi-racial schools.

We conclude that school-based in-service training is the most likely way of helping multi-racial schools to meet the needs of all their pupils.

This booklet is designed to be of use to in-service course providers, especially in local authorities. We hope it will be helpful.

Alan Little
Director of Reference and Technical Services
Community Relations Commission

Introduction and Summary

The Community Relations Commission is concerned to increase the effectiveness of the in-service training of teachers for the educational needs of our multi-racial society.[1] This booklet contains information about what is happening in this field at the present time and is an attempt to evaluate the effectiveness of various types of course. It is hoped that it will be of use to course providers, especially within local authorities. The information was gathered by means of discussions both with teachers themselves and with those concerned with the provision of courses.

Initial training on the educational needs of our multi-racial society is vital, and the Commission discusses this field in a complementary publication *Teacher Education for a Multi-Cultural Society*.[2] As this sort of initial training is a relatively new development it affects an increasing yet still small proportion of the total number of teachers. In addition, as minority group pupils are concentrated in certain areas, the greatest need for teacher education on the needs of multi-racial schools is in these areas.

Statistics of Education, published by the DES for 1972,[3] shows that 64% of schools in this country have no immigrants,[4] whereas 8% of schools have 10% or over and 3% of schools have 25% or over.[5] Teachers in multi-racial areas need practical help in a comparatively new situation; yet many have not had the opportunity to become acquainted with information and techniques relevant to working in this multi-lingual, multi-cultural, multi-racial environment. For this reason, in this booklet we address ourselves to the question of in-service teacher education in multi-racial areas, realising that much remains to be done in other areas, but that the approach may need to differ.

It is clear from the NFER study[6] that few teachers in multi-racial areas have had the

1 See also *In-Service Teacher Training in Multi-Racial Areas* – A report of a seminar held at the Imperial Hotel, London – 26 January 1974. Available free from the CRC.

2 *Teacher Education for a Multi-Cultural Society* – The report of a joint working party of the Community Relations Commission and the Association of Teachers in Colleges and Departments of Education, June 1974. Available free from the CRC.

3 1972 is the last year for which these statistics are published.

4 The term 'immigrant' refers to the DES definition used in the completion of Form 7 (i).

5 See statistical appendix – Appendix 3.

6 The National Foundation for Educational Research have published the findings of a year's research into the education of children from minority ethnic groups. The study was based on 'immigrants' as defined by the DES formula and has been issued in two volumes: *Immigrant Pupils in England: The LEA Response* and *Organisation in Multi-Racial Schools*, 1972.

opportunity to attend in-service training courses on the needs of minority groups in education. During the three-year period studied (1968-70) only 15% of primary teachers and 3% of secondary school teachers had attended any course dealing with work with 'immigrants'. This situation still appears to persist although the Government White Paper, *Education: A Framework for Expansion* (December 1972), points the way to increased provision of in-service training:

> '60. The James Committee considered it essential that there be adequate opportunities for the continued education and training of all teachers at intervals throughout their careers. It was, therefore, their leading and most widely endorsed recommendation that all teachers should be entitled to release for in-service training for periods equivalent to one term in every seven years of service in the first instance. They estimated that actual take-up of such an entitlement would result in 3% of the teaching force being absent on secondment from schools at any one time; this involves a fourfold increase in present opportunity.
>
> '61. The Government propose to give effect to the Committee's recommendation, in the firm belief that expenditure to achieve an expansion of in-service training of this order is a necessary investment in the future quality of the teaching force. The recommendation will need to be implemented over a period as increases in the teaching force permit larger numbers of teachers to be released. The raising of the school-leaving age will put staffing standards under temporary strain, but the Government's aim is that a substantial expansion of in-service training should begin in the school year 1974-75 and should thereafter continue progressively so as to reach the target of 3% release by 1981.'

This booklet is written in the light of this Government commitment and in the hope that it will be honoured as soon as possible.

Three facts emerged from our discussions; firstly, that the teachers we talked to are becoming more aware of the need for support and information to help them with their own particular situation in urban areas.

Secondly, those teachers we spoke to felt that traditional forms of in-service teacher education were not adequate to meet the demands made of them in the multi-racial school, and felt that training for teaching in this situation should be qualitatively different from training for teaching a specific subject such as mathematics. Multi-cultural education was thought to be more like ROSLA or the teaching of mixed ability groups in that its success depended more on the involvement and understanding of the entire staff and on the management and commitment of the school as a whole, than on techniques which can be readily assimilated by an individual specialist teacher.

For this reason many felt that some in-service training courses for multi-cultural education should be directed at the policy of individual schools. These courses, it was

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said, should involve those in a situation to formulate policy, including not only the head teacher and staff but also the local authority and even the community of which the school is part. Bearing this in mind, it became clear during this study that national courses, for example, those run by the Department of Education and Science and Colleges and Departments of Education, and courses provided by local authorities for the professional refreshment of individual teachers, are not in themselves adequate to enable schools to develop the ethos and techniques required for multi-cultural education. This is not to deny the important role of these courses for individual teachers, but it was thought that institutional change is necessary to meet the needs of multi-cultural education, and this must involve the school as a whole. For this purpose school-based in-service training courses were thought to be the most effective because they were most likely to influence policy.

Thirdly, we did not find much evidence in current provision that this concept of in-service training for multi-racial schools had been understood or accepted by the majority of course providers. Examples of the involvement of the entire school staff in discussion of principles and policies of multi-cultural education were rare.

In conclusion this booklet is intended to provide some evaluation of the differing purposes and influence of various courses which have taken place. It comes to the conclusion that the new multi-racial situation in which many schools find themselves requires that the entire staff be given the chance to look at the situation and to develop corporately techniques and understanding for dealing with it.

1 Why should there be in-service training on multi-cultural education?

The present indications are that the educational system is failing to meet the needs of children of minority groups. In consequence they are performing at lower levels than white children from roughly similar backgrounds. This is true of children entirely educated in this country as well as of children who have had only part of their education here.

Two separate sources of evidence provide these indications[7]: a series of enquiries conducted by the Inner London Education Authority and investigations by the National Foundation for Educational Research.

Six years ago the ILEA initiated a survey of the literacy of pupils at the beginning of their second year of junior schooling; it showed a disturbing gap between the performance of immigrant pupils and that of the indigenous population. Nearly twice as many immigrant children were described as poor readers compared with the indigenous population (28.5% of immigrants compared with 14.8% of native born were defined as poor readers). The same survey suggested that four times as many indigenous pupils were 'good' readers as were immigrants (12% compared with 3%). Follow-up research in the ILEA done in 1971 indicates that 'as in the previous survey immigrant attainment was on average markedly lower than that of non-immigrants' and that the mean reading age for immigrants is at least a year below that of non-immigrants. Information collected about the same pupils at the end of their primary schooling indicates that twice as many immigrant pupils are found at the bottom of the performance distribution than would be expected by chance and only about one-third of the expected proportion is placed in the upper bands. Perhaps more significant, the ILEA researches show that even pupils from minority groups who have been fully educated in this country are still functioning across the primary curriculum at a level well below that of the indigenous population and comparisons within the schools suggested that minority group pupils are not performing at the same level as underprivileged white pupils.[8]

Their low performance is an important factor in their placement in lower ability streams in those primary and particularly those secondary schools which retain

7 Both these surveys were of 'immigrant' children as defined by the DES formula.

8 *Educational Needs of Children from Minority Ethnic Groups* (CRC 1974).

streaming. The National Foundation for Education Research's survey, *Organisation in Multi-Racial Schools*, shows that West Indian, Indian and Pakistani children were more often found in the lower streams. Of the secondary multi-racial schools which were surveyed by Townsend and Brittan, only five reported that black and brown pupils were frequently placed in the higher streams. Only a few reported that black or brown children were clustered in the middle streams and in these cases they were referring to Indians and Pakistanis. Moreover, although this pattern of low stream placement and low performance applied throughout the educational system, larger proportions of minority group pupils stay on at school in the fifth and sixth forms of secondary schools compared to indigenous pupils, but then follow relatively low-level courses, such as 'O' level or CSE. In higher studies the proportions of minority children are reversed; a smaller proportion of these children in the sixth form takes 'A' level courses compared with indigenous pupils. Only one in five West Indian sixth formers was following such a course; the proportion of Indians and Pakistanis was only slightly higher.[9]

Those concerned with multi-cultural education have advanced several reasons for this failure of the educational system. First, it is alleged that schools have altered themselves too little to meet their changed intake of pupils. Many schools and teachers, it is said, are attempting to teach children from minority groups in exactly the same way as they taught when their school had only white pupils. Secondly, some teachers are said to expect their black pupils to do poorly and it is extremely difficult for the pupils to avoid fulfilling this expectation. Thirdly, it is said that some pupils from minority groups have seen that those who have left school into have not been accepted employment and society. In consequence those who are still at school do not see education as offering them anything they will be able to use to their advantage after they have left school. Finally, it is said that insufficient attention has been paid by the educational system to the language needs of some pupils.

Our discussions with teachers in multi-racial situations left us in no doubt that many of them feel that children from minority groups were not doing as well as white children, but they felt at a loss to improve the situation.

> 'One thing is certain – our West Indian kids are under-achieving at school and I do not know what we can do about it' (Head of junior school in Reading).

Obviously not all minority group children are performing below the average for indigenous children at school, but many are. Employment prospects for many of these children, therefore, are unlikely to be good. The dangers of the situation are obvious: that we will establish – by lack of understanding and lack of response to changing needs – a lower class, which will be easily distinguished by its colour, and which is either unemployed or able to do only the most menial work.

9 *Organisation in Multi-Racial Schools*, H. J. R. Townsend and E. Brittan (NFER 1972).

Our educational system cannot by itself create a racially just society, but it can have some influence. In-service training, therefore, is an important means by which teachers can be prepared for teaching in multi-racial schools and can be made aware of how to improve their performance in catering for minority ethnic groups. It is an important vehicle for adaptation to a constantly changing situation where goodwill is not enough to equip the teacher to cope with the everyday demands of the multi-racial classroom.

The fact that minority group pupils are concentrated in certain areas[10] and in certain schools in those areas presents an opportunity for the LEAs concerned to make highly relevant local provision in a situation where teachers are motivated to increase their effectiveness in the multi-racial classroom.

In conclusion we are considering the provision of in-service training for teachers in the context of the present under-achievement of children from minority ethnic groups and what can be done, given both the concentration of these children and the promised increase in provision of in-service training for teachers.

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10 Appendix III shows the distribution of immigrant (DES definition) pupils.

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2 The existing provision

We spoke to teachers and course providers about the range of present provision. There was agreement on four basic ideas:

a **Diversity** – a need to provide a diversity of courses to cover the range of needs experienced by teachers in the multi-racial classroom.

b **School-oriented Courses** – a need to establish the principle that a multi-cultural ethos can only be achieved in a school with the co-operation and understanding of the entire staff.

c **Training Trainers** – a need to train the trainers who will run these courses.[11]

d **Resources** – a need for the provision of resources.

Course content

The courses we looked at placed differing emphasis on the various components, but included the following:

i **Information** – on the background of immigration, the situation of minority ethnic groups in this country, and the immediate locality; and on the community resources available in a multi-racial area.

ii **Technical aspects** – involving the presentation and discussion of methods of teaching English as a second language, techniques of classroom management, curriculum development and methods of assessment of children from minority groups.

iii **Attitudes** – involving the changing of attitudes by the use of films, small discussion groups, meeting with the local minority community both frequently and informally.

Throughout the provision of these courses there was felt to be a need to maintain a balance between dealing with the practical needs of the immediate situation and covering more academic material.

Diversity of provision

There is, as yet, little co-ordinated in-service training provision for multi-racial schools, but sufficient initiatives have been taken to give an indication of the possible

11 See *Teacher Education for a Multi-Cultural Society* op. cit.

range of provision which LEAs might consider. There are various ways of providing in-service training, including:

a Annual induction course lasting for approximately one week at the Teachers Centre for new teachers which, for example, provides the opportunity to create an awareness of the issues involved in multi-cultural education; to study the local social and demographic situation; to discuss communication and class management; and to acquaint themselves with essential aids to language tuition – for example, Scope Stages 1 and 2, Concept 7-9, Breakthrough to Literacy.

b Language-oriented course at the Teachers Centre, which provides the opportunity for teachers concerned with teaching English as a second language to improve their expertise and techniques with the aim of providing the local authority with a body of such expertise.

c Communication-oriented course at the Teachers Centre, for teachers who want to increase their effectiveness in teaching their subject(s) to pupils who do not speak standard English as a first language, including an introduction to situational language and effective communication.

d General courses on multi-cultural education aimed at the individual subject teacher in secondary schools and class teacher in primary schools, which give information, which might include an introduction to the techniques of teaching their subject(s) to children who do not speak English as their first language, the difficulties that minority group children face in our educational system, possibilities for improvement relevant to the individual situation of each teacher. Within these courses the different needs of infant, junior and secondary teachers need to be considered. These general courses can be provided by means of: a day conference at the Teachers Centre, or a series of evening meetings, both with facilities for discussion.

e Workshop courses at the Teachers Centre to allow teachers working in a multi-racial classroom to exchange information, methods of communication, and to produce materials, within age ranges, relevant to aspects of the multi-cultural curriculum.

f A series of general afternoon courses at the Teachers Centre for individual subject teachers and class teachers where teachers are given time off to attend.

g A repeated series of afternoon courses at the Teachers Centre where teachers are drawn in succession from the same schools and given time off to consider issues of multi-cultural education and the relevance of these to their own situation.

h A course for head teachers at the Teachers Centre, where not only issues affecting

the multi-racial classroom are discussed but also the institutional and organisational implications of the multi-racial school.

i School-based in-service training courses where the entire school staff is involved (either on one day when the school is closed or in a series of after-school meetings) in a discussion of issues of multi-cultural education relevant to their own school, (that is the area in which the school is situated, turnover of staff, the amount of community resources available, the support likely from local experts).

j School community-oriented in-service training courses where the school staff, parents, pupils, representatives from local community services and other people concerned with the formulation and effect of school policy can meet to discuss important issues, away from the school. These could include, for example, a discussion of the relevance and direction of the school organisation and ethos to the community of which its pupils are a part.

These courses have between them a variety of aims including:

i creating a body of commitment and focal point for ideas;
ii making as many teachers as possible aware of the issues involved;
iii the production of materials;
iv building expertise in language teaching and communication and in other aspects of multi-cultural education.

Moreover, there was agreement among the course providers to whom we spoke that there is a further crucial aim for in-service training provision in this field. That is to be able to provide a situation in which the institutional implications of multi-cultural education can be worked out within the school system, and within the local authority context.

The first five courses mentioned in the above range need not involve the school from which the teacher comes in any commitment to multi-cultural education. Sessions could, for example, be held after school, or on Saturday. However, if the provision of courses is ultimately to have an effect on multi-racial schools, there must be some encouragement to teachers to attend such courses. Many teachers to whom we spoke felt that this encouragement should take the form of time off to attend. They felt that this would indicate the importance attached by their head and their LEA to this area. The last five courses in the list involve a commitment on behalf of the school or head teacher.

The complementary role of national courses

Finally those we spoke to felt that it is important to recognise the complementary role of major institutions working in this field, especially the Colleges and Departments of

Education and the Department of Education and Science who provide a wide and developing range of courses. It is essential that courses for key people, such as LEA advisers on multi-cultural education, head teachers and representatives of national organisations, should continue to take place at national level to ensure a constant exchange of expertise to stimulate interest in multi-racial education and to develop a co-ordinated approach to tackle the task which faces our multi-racial schools.

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3 Case histories

Below we describe a number of ways in which provision has been made for the in-service training of teachers in multi-racial situations. From talking to some of the teachers who have taken part in these courses we have tried to build up a picture for each course, on why the teacher attended, what the course was expected to provide, and whether it provided it, the extent to which the teacher was able to put into practice what had been learnt from the course and the effect on the school as a whole.

Examples of courses to train specialist language teachers

There is much evidence to show that the non-English speaking child does not 'pick up' English, over 'time in the playground' to a standard which will enable him to compete equally with indigenous pupils. Therefore in-service courses for teachers in teaching English as a second language have perhaps the most direct effect on the child in that they provide a framework for teachers to give non-English speakers a foundation for a successful school career. However, by looking at the context in which these courses are provided we have also tried to see what the wider effects of these courses might be. We conclude that where separate provision has occurred, often as the most immediately effective and expedient way to cope with the basic language needs of non-English speaking children, many teachers now involved in this separate provision feel isolated and unable to influence the learning situation in which their pupils will find themselves when they leave the language centre. Many feel that separate provision has hampered the growth of appreciation among other teachers of the issues involved in teaching, for example, geography, history and maths, to a child sufficiently intelligent to understand the concepts of the discipline but held back by an inadequate grasp of sophisticated English language.

Course I: One-term course leading to the RSA qualification in teaching English as a second language

This course is provided by a local authority to train specialist teachers in multi-cultural education with special reference to teaching English as a second language. It leads to the RSA qualification in this subject and consists of a one-term secondment followed by the placement of teachers who have finished the course in specialist posts in the Authority's teaching service. It is probably helpful to place this course in the context of other provisions relevant to multi-cultural education made by the local authority.

These are:– a series of induction programmes for teachers entering the authority which include specific preparation for classroom work in schools with a substantial number of children from minority groups; a second specialist language course also leading to the RSA qualification but requiring attendance on one afternoon and one evening per week throughout the year, but not automatically leading to a specialist placement at the end; one six-week (or equivalent) course on multi-cultural education for individual teachers who would like to attend; various programmes to meet individual needs, such as participation in resources development; and the creation of a specialist centre for research and development purposes which includes both a language and a community division and is undertaking research, resource development and in-service training in many aspects of multi-cultural education.

A copy of the course programmes is attached as Appendix IV.

The ten teachers to whom we spoke had taken up positions as specialist language teachers on completion of the course, some in language centres run by the authority. Because of this special situation, no teacher expressed a conflict between what was expected in the school situation as a result of having been on the course, and what they felt they would like to do. Subsequently one of the two teachers we spoke to who had taken up a special language post in an ordinary school left for financial reasons and now teaches remedial English in a comprehensive school on a higher scale post. She believes the course on teaching English as a second language has equipped her to do remedial work. Nevertheless, the experience of this teacher did pose a more general question echoed by the course providers, of the status and promotion prospects of trained language specialists. This authority, by providing a useful qualification for its language teachers at the completion of their course, had, to some extent, solved this problem. However, one teacher we spoke to said that most placements after the course were at a Scale 1 level, which obviously reflected the priority which a head, and to some extent the local authority, placed on the work. This was particularly hard on teachers who had perhaps given up Scale 2 or 3 posts to train to teach English as a second language. Two of the teachers we spoke to were replacing teachers who had previously been on the course, and who had now left teaching English as a second language for more lucrative posts. While the expertise these teachers have is potentially relevant in any teaching situation, the local authority aimed at building a core of trained specialists and in that sense were not deriving the full benefit from their training programme.

Reasons for going on the course were similar, mainly an interest to teach English as a second language, and an interest in teaching children from minority ethnic groups. Secondment on full pay (Scale 1) for a term, and the further qualification on completion of the course, were also said to be important incentives.

The expectation which the teachers had of the course were satisfied. Most people

agreed that the course had given both an excellent grounding in the theory of teaching English as a second language and in more general aspects of education for a multi-cultural society such as information about minority groups, community resources and curriculum development. There was some feeling that there was insufficient practical experience of assessing language levels, but as one teacher put it,

'I don't suppose you ever get enough practice at that'.

The course therefore had had the effect of making these teachers feel able to cope more confidently with the task of teaching English as a second language, and of relating in a positive way to children in minority ethnic groups.

On the wider issues of affecting the educational institutions of their local authority towards a more multi-cultural ethos, the teachers we spoke to in the language centres felt unhappy about the effect they had on schools in terms of creating greater understanding but felt that, in general, other teachers were very grateful that children with whom they previously had had no communication could now speak some English. Those in other schools said they felt similar gratitude from other members of staff but that, overall, opportunity was limited for discussion, for example, in the staff room, of wider issues. They felt that opportunity for affecting such areas as curriculum development was more a function of personality than of being a language teacher.

It was interesting that because the course was based at the specialist centre, which houses a resource team and undertakes a considerable amount of research and development activity, the centre continued to be a focal point for the support and continued interest of many teachers who had attended courses there. These teachers, including language specialists, tended to meet as groups to form workshops and to make materials relevant to multi-cultural education. This seems important, as the means of influencing schools from within were not open to those who worked in language centres.

The course providers were aware of the dilemma posed by the need to give non-English speaking children language in a professionally structured way, and the dangers in making language teaching seem beyond the ordinary teacher. They saw part of their work as helping the language centres to make teachers in their area more aware of the role they could play in the education of pupils for whom English is a second language.

The local authority were also quick to point out that although they were training specialist teachers for language centres and ordinary schools, these teachers could only go to schools where the head recognised a need for this type of provision. They did not necessarily go where they might be most needed. The local authority has inspectors who, as part of their duties, are expected to stimulate an awareness of these needs among head teachers, but there is no way of ensuring that this machinery works in every case.

Summary: The course was designed to equip teachers to teach English as a second language and to take specialist jobs in the education service. It fulfilled this valuable function very well. For several reasons, including the existence of separate institutions for language teaching, and other teachers' expectations of the role of the language teacher, opportunity did not often arise for these teachers to affect the total school environment of the children from minority ethnic groups whom they taught. There was, however, a substantial 'spin off' effect of the course in the sense that many participants continued to belong to working parties and support groups involved in multi-cultural education.

Course II: One-week course in teaching English as a second language

Our second example of in-service training provision for language teachers is run by another local authority. It forms part of a wide-ranging service based at the Teachers Centre, under the supervision of an advisor for multi-cultural education. The authority operates language centres for non-English speaking children up to secondary school age and also provides a service of trained language teachers for secondary schools where such a post is requested by the head.

The service has a resource team of four people: a co-ordinator for in-service training; a member to work with curriculum development and ethnic studies in schools; a member to produce and supply resources and materials; and a specialist adviser on English as a second language. In addition to training specialist language teachers the service runs courses for ordinary teachers on multi-cultural education and visits schools with numbers of minority group children to see what the service can do to help them. A course for head teachers is also provided to create some awareness of the issues involved in multi-cultural education. Attendance for non-specialist teachers is voluntary and in the words of the co-ordinator for in-service training,

> 'You do tend to see the same faces at everything – although with every year the general interest grows and attendance goes up'.

The teachers for the language centres are recruited without having need of previous experience in this field and are trained at the various language centres under a system of group teaching. The course we looked at is run by the resource team for new teachers at the Teachers Centre in September, and provides an introduction to the centre, methods and materials for teaching language, an introduction to situational language, and to cultural interference and curriculum development. Two examples of programmes are attached as Appendix V. There is a follow-up course in the second or third term of that year to discuss the practical implications of the course and to provide further support where needed.

The fifteen teachers we interviewed therefore had a dual in-service training experience, one *in situ* at the language centre at which they work and one at the Teachers Centre. The team teaching situation and the shared training of the staff of each centre allowed

for the creation of centre 'language schemes', based not only on materials such as Scope and Breakthrough to Literacy, but on the specific situation of the children in their school.

In this case all the teachers on the course at the Teachers Centre were there because they had been recruited for special posts, and the course was a condition of employment. Everybody agreed that it was necessary, mainly to gain expertise, but also to exchange views and get support and confidence from some theoretical groundwork.

'When I first arrived at the language centre I had absolutely no idea of what is involved in teaching English to non-English speaking children. I have used all the techniques and help I have been given.'

'You need to know techniques (of teaching English as a second language) – you need to know you are doing the right things, or your confidence and that of the child disappears.'

(Quotations from two teachers on the course.)

In addition all participants put into practice what was learnt on the course; the course fulfilled a necessary, relevant function and was therefore used. The teachers to whom we spoke felt they had been successful in the sense of giving a large number of children a foundation for a successful school career, but many said they felt isolated in so far as they had little communication with their pupils' future schools and they felt this was not in the best interest of the child who needed continued language help.

To some extent the gap between the language centres and the ordinary schools was being bridged: by placing specialist language teachers in secondary schools, by inviting ordinary teachers to work in the language centres for a week (although this is not a widespread practice) and by the visiting and resource service of the full-time team. Specialist language posts in schools are filled by teachers who have been at language centres for two to three years. This seems to combine the needs of the schools for trained staff with the needs of the teachers in language centres to get back into the main-stream of school life and have similar promotion chances to their colleagues. The few specialist teachers in normal schools to whom we spoke considered that in many schools there was still a lack of awareness about multi-cultural education in the wider sense. However, because of the support from the centre, the ability to get suitable materials, the back-up in terms of curriculum development materials, these teachers felt they had some opportunity to influence the school on the wider aspects of multi-cultural education. It was said that simply by being able to answer factual questions about the background from which the children came, the specialist language staff helped in some way to improve understanding and the environment for the child.

There was evidence of increasing interest in the field of multi-cultural education in the authority as a whole. Voluntary attendance of teachers on courses at the centre on the

education of children from minority ethnic groups was high. For example, approximately 100 teachers attended a series of seven weekly after-school sessions, yet a similar course two years previously produced a very poor response.

Summary: In the opinion of those teachers who took part, the in-service training course to equip teachers to teach English as a second language was useful and successful. Opportunity to affect the normal school environment was obviously limited for teachers in language centres, yet many felt this to be important for the child's sustained development. However, language teachers in secondary schools appeared not only to be fulfilling their duty of teaching English as a second language, but had more opportunity to help the normal school reach an understanding of the issues involved in multi-cultural education. Much of this opportunity could be attributed to the confidence and materials provided by the resource team at the Teachers Centre and to the links of members of this team with individual schools and teachers in those schools.

Examples of courses designed to give individuals insight into multi-cultural education

Course III: A ten-week course on the education of children from minority groups
This course was provided by a College of Education to give individuals insight into the education of children from minority groups, aged 8-13 years, and was recruited nationally. The course was the equivalent of ten weeks' long – a four-week part in the autumn term, ten Friday sessions in the spring term and four weeks in the summer term. Twelve people completed the course. It covered diverse aspects of multi-cultural education, including language work, informational and affective content and individual practical help for teachers in their work in schools.

A copy of the programme is attached as Appendix VI.

The majority of participants to whom we spoke were involved in the teaching of children from minority groups and in particular with teaching English as a second language. They went on the course wanting to improve their expertise in language teaching as well as their understanding of the wider issues of multi-cultural education. In the majority of cases the LEAs suggested that these people should go. One head we spoke to felt he needed to improve his knowledge of multi-cultural education. The last of the seven teachers we were able to contact described himself as 'a class teacher who happens to have had a sprinkling of immigrants in my care over the last five years or so' and he wished to learn more about them.

The group brought to the course different levels of expertise and experience, but all those we spoke to had a high level of interest in multi-cultural education and a motivation to learn more about it.

Everyone felt they had benefited personally from the course, and generally agreed that it was informative, supportive and very well worth attending. Despite the fact that most people we spoke to were very involved in the education of immigrants in their authority, several commented that it provided the first opportunity for in-service training in this field that they had received.

There emerged in the discussions of the course a distinction between whether the course had been successful in what it set out to do (most people agreed it had), and what those who attended felt they needed by way of help in their particular situation.

'I would have liked more about language teaching.'

'I would have preferred a course on language teaching, not that the course failed – it was not a course on language teaching – but I would have liked more help to feel happy in my situation at school.'

'I know I am a rare case, and the course couldn't cover everything, but I have a large number of Chinese children in my school and I need to know more about their background. The course obviously couldn't do this in the time we had.'

This highlighted another dilemma in the presentation of a national course; that despite the fact that many teachers were engaged in teaching English as a second language, expertise within this group varied enormously, and while some of the group made statements like those above, others said things like,

'I was already familiar with the principles of teaching English as a second language so I did not gain a tremendous amount from that part of the course.'

Teachers in language centres appeared to find great interest expressed by their colleagues about the course, suitable materials and books, and had no difficulty in putting into practice the ideas they had received on the course; even on the wider issues of multi-cultural education. However, the language teacher from an ordinary school said that as far as she was able to judge, she had not made any changes in the ethos of the school as a result of having been on the course, although she stressed how much she, personally, had benefited from it.

'In fact, a contributing factor to my leaving the school shortly after I returned from the course was the attitude of the headmaster. I prepared an account of what had happened on the course and how we might develop aspects in the school, and he put the account in his drawer and I did not see it again.'

One teacher from a local authority language centre also felt disappointed with the opportunity she had to follow up aspects of the course.

'We do not have an advisor at local authority level for multi-cultural education and, therefore, effective communication on this subject via the local education office to

the schools is limited. I do not feel I can individually contact every school with new ideas I receive – as well as carry out my duties as a language teacher – but I feel that I might have made good constructive use of this course in discussion and with the support of an adviser. The structure simply does not help me.'

There is little doubt that of the participants we spoke to only one was in a strong position to enable his school to reflect a multi-cultural ethos. Although the course was of no more benefit to him personally than any other member, the fact that he is a head-master means his sphere of influence is considerably greater than that of the others.

A comment from the class teacher who described himself as the 'odd member out on the course', because he was not so directly engaged in the teaching of children from minority groups, emphasised the great potential influence of this type of course on the primary situation where one teacher has a class for a year, and where he is to a large extent responsible for creating the type of environment in which they work.

'May I say it was a first-class course in every way which certainly broadened my point of view, increasing my knowledge of the problems of immigrants which has carried over obviously to my present class group.'

Summary: This course was extremely good and successful in giving individuals insight into multi-cultural education. Only in two cases out of the seven we looked at did the course have the potential to affect the school system towards a more multi-cultural ethos, and this was a reflection not of the impact of the course on the individual concerned, but of their status and role in the school from which they came.

Course IV: A ten-day course on the role of the school in multi-racial society

This was a national course. It was residential and lasted for ten days. The aim of the course, in addition to contributing to each individual's personal experience, was to explore the problems of extending the in-service training of teachers in multi-racial schools. It included topics specific to multi-racial schools, assessment procedures, relations with immigrant communities and second-phase language tuition; and also topics relevant to multi-racial schools, but of consequence for all schools in a multi-racial society. The course was attended mainly by representatives from multi-racial areas, including teachers, advisers and head teachers.

Most of the sample of nine participants we interviewed had gone on the course at the request of their local authority or head teacher. Most of them had a commitment to and interest in multi-cultural education. One person said,

'I keep seeing the same old faces on the courses I attend.'

This apparent predominance of 'committed' teachers and advisors had implications in two ways for the effectiveness of the course, if effectiveness is defined by the amount of change and extension of in-service training which occurs as a result.

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Firstly, many teachers seemed to be working along the lines discussed and were currently grappling with practical solutions.

'The course proved encouraging in that the lines of progression with our local environment here were similar to patterns of progress discussed – within our own school it seems we are in harmony with the methods of approach attempted by colleagues in catering for immigrants in the school. Many of the same problems were experienced by colleagues elsewhere in the country – some problems seem to defy attempts to find a solution.' (Letter from course participant).

The problem remained of how to approach the large number of teachers who have yet shown little interest in multi-cultural education. Another participant said:–

'I am obliged to adopt a low profile on courses I have been on because my sympathies are known and there is a certain amount of jealousy that I am allowed to go on various "immigrant courses". If I talked about them a lot I know I would just antagonise people. I do not see these courses as effecting change in the school.'

Secondly, it created more confusion about what areas of the course were relevant to those teachers who did not come from multi-racial areas. Some teachers we spoke to said they found there was insufficient time to gain constructive suggestions for the extension of in-service training in their own situation, as such a wide variety of environments and involvements in multi-cultural education were represented.

In addition, although there were advisers, head teachers and department heads on the course, the general feeling among those we spoke to was that the assembly was not sufficiently high-powered in view of the aims of the course. Three of our sample who said they reported back to their local authority on the course had so far received no indication of what might happen as a result. Some felt that the discussions posed many questions which they would have liked their authority to consider but that they, as teachers, would have liked more answers. This reinforced the feeling that there should have been more 'key' people there; key in terms of status in the local authority. In this sense many felt that the course did not achieve what they felt it had set out to do.

However, the teachers we spoke to all found parts of the course to be of help and interest to them personally. The informational content was considered useful, especially the book display and films. Without exception our sample all considered the opportunity to exchange experiences and advice one of the most valuable parts of the course, because they felt they could find in these discussions solutions of practical relevance to their own problems in school. One teacher said,

'I wonder whether it may prove possible at a future course to have teachers or community workers who could give short talks of their own experiences, including problems, solution-seeking routes, which proved effective and which gained negative or small success and reasons why the result took this form. I felt that more positive discussion time on selected practical themes would have been of use, eg (a) how to cope with a non-English-speaking child in his first month in an English

school; (*b*) how to encourage parental interest and involvement in school affairs. (A useful slide talk was given regarding this).'

Summary: In some ways the course was not considered a success by those participants we spoke to; the status, the varying commitment and confusion of purpose of those attending prevented the emergence of effective suggestions for the improvement of in-service training in particular situations. However, most individuals gained some professional and academic refreshment from attending the course and in this way found it of use.

'In some ways I see this type of course as a safety net, in that it gives an opportunity for teachers interested in this field to meet and discuss with similarly motivated teachers. It keeps up morale, and for some it breaks new ground – I think we would be hoping for too much if we expected more.' (Course participant).

Courses designed to give the whole school staff insight into multi-cultural education and its implications for their school

Course V: A school-based course

This course was provided for the entire staff of a girls' secondary school by a local authority. It consisted of one meeting per week for six weeks, after school, but with an early closure on that day.

A copy of the programme is attached as Appendix VII.

Before discussing how the course came about and what effect it had on the school, it is important to look at the local authority environment in which it occurred. It is necessary to see how this course did not, and probably could not, have occurred in isolation.

This authority has made extensive provision for the education of minority groups under the organisation of an adviser/assistant education officer, especially in the field of language teaching. Courses relevant to multi-cultural education take place throughout the year at the Teachers Centre, including a course leading to the RSA qualification in teaching English as a second language. The authority also finances a large adult language teaching unit under its further education budget and the team working in the unit provide a ready-made resource team for course providers to draw upon. In addition the local authority gives financial support to many extra-mural activities; for example, four Saturday schools for English teaching, extended-day programmes at a number of schools and a large number of holiday projects. It also sees its role as supporting initiatives from the field for increasing in-service training and the understanding of multi-cultural education. The role of the officer in putting the case for

resources at departmental and committee level within the authority has, therefore, been crucial to the development of this work. The authority also has available two fairly high-powered education resource teams:

i The Community Education Team, whose duty is to foster community education in any way they can, consists of a leader, at adviser level, and four team members, one a social worker. Attached to the team is a teacher responsible for informal adult language groups. An organiser of home language tuition also works in close contact with the team. An education information officer provides a further link with the community.

ii The Education Support Team, whose duties are case study oriented to offer support and advice to individuals and schools, consists of an adviser as leader, two teachers, a social worker and a health visitor.

In addition the environment has both attracted and fostered a group of teachers who want to increase understanding of multi-cultural education and who meet to produce materials which inform colleagues and the community in this field.

The in-service course at the girls' secondary school was initiated by their specialist second language teacher. She was stimulated to approach her head about the possibility of attempting such a course as a result of attending a similar course, based on a group of schools in another part of the authority. The head was responsive to the idea and the school asked the officer to arrange it. A member of the Community Education Team acted as co-ordinator for the course.

The headmistress summarised for us what she felt to be the effects of the course on the school:

a The language problems of the non-English-speaking child as compared with those of the deprived child were better understood by everyone who attended. The language specialist said she felt this made a difference to the children when they left her reception class to join colleagues' classes.

b As a result of discussions following the course, an integrated studies course across cultures of music, drama, art and needlework has been planned. Also changes have occurred in the home economics, history of music, and drama lessons as a result of the course.

c Resources and books relevant to education in a multi-racial classroom, previously known only to a few staff, were now made known and available to all the staff.

d Sitar lessons are now provided as an option for music students.

e The school has a West Indian counsellor for its pupils.

f The head felt that new teachers were affected by the discussion and atmosphere in the staff room, so that a greater understanding of multi-cultural education in the school as a whole was likely to follow.

The changes which took place cannot be attributed solely to the course, but many

staff felt that its importance lay in the corporate effect on the school, giving direction and support to individual effort allowing effective discussion to take place.

With one or two exceptions the course was attended by the entire staff. Most of the fifteen teachers we interviewed (including those who subsequently modified their curriculum in some way as a result of being on the course) said that they would not have gone to a similar course at the Teachers' Centre, mainly for reasons of time involved, travelling and transport difficulties. Some teachers also said that they felt as it was about their own school they should attend. There seemed little doubt that attendance was encouraged by the positive attitude of the head and the fact that the course started before the end of the school day.

All the staff we spoke to said that they had personally got something out of the course in terms of additional information and increased understanding. One teacher said,

> 'All teachers need to get out of the school from time to time to refresh themselves, but we also need mutual support and co-operation in our school situation and this type of course helps.'

Despite the fact that the course seems to have had some success, it was felt that two factors in particular reduced its potential impact:

a The timing – the course took place at the end of the summer term and the staff therefore had a time lag of six weeks before they could follow up the ideas which emerged from the course.

b The situation of the school – the school was undergoing reorganisation to fit in with the overall plan of the authority to have lower, middle and upper schools, and this involved some upheaval for both staff and pupils.

Summary: The course not only had an effect on each individual teacher but, in the opinion of the head and her staff, it also had a corporate effect on the school institution as a whole. The main results were an increase in understanding of the language problems faced by non-English-speaking children, a widening of the curriculum, and a greater awareness of materials and resources for multi-cultural education, on behalf of teachers who admitted they would otherwise not have attended such a course. In effect there was, therefore, a noticeable effect on the total environment of pupils in that multi-racial school: there was increased understanding and communication.

It is worth setting out here some comments on the value of school-based in-service training from the leader of the Community Education Team.[12]

'In discussing the value of the school-based courses, I'd like first to consider it in the context of the unsatisfactory aspects of the teacher centre type course, in particular as it relates to after-school courses:

12 Taken from a report submitted to the local authority from the Community Education Team.

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i Attendance can often be very fluctuating and seems to relate directly to the distance between the course centre and the different schools from which teachers have to travel.

ii On the whole, the teacher centre type course attracts only the specialist teachers relevant to a particular field and this is obviously appropriate in many subjects. But in other more general fields (eg immigrant backgrounds; the use of language; community education, etc) which are of relevance to all teachers, it is common to find only the same hard core of the dedicated or professional course-goers attending time and again.

iii Out of the immediate school context in which ideas must be applied, there can always be a tendency for discussion to be carried on at somewhat ideal level, which leaves a teacher feeling unsure about the application of ideas arising from discussion to his own particular school.

iv If an in-service course is intended to influence change in the school situation beyond that of the individual teacher in his classroom, then a course away from the school is hard pressed to do this, since it cannot take full account of the real situation that needs to be influenced if change is to be effected – eg personalities, departmental structures, physical conditions of the school, etc.

v The chance of utilising the teacher's own experience and immediate concerns as material for a course often seems to be limited in the teacher centre type course. There seems a tendency for the "expert" who is lecturing to dominate rather than to draw out the particular concerns of many teachers.

vi A major problem with in-service courses is the problem of adequate support and follow-up in the school situation.

'The school-based course seems, in my experience, to go some way to meeting some of the problems raised above in in-service training.

i Attendance: this problem is greatly simplified. In both courses I've helped to co-ordinate, attendance has been high and consistent. (In one of the largest secondary schools in the borough, numbers remained around 40-50% of the whole staff; in a smaller secondary school almost the entire staff consistently attended – this was encouraged by ending the school 15 minutes earlier on the particular days of the course). One of the advantages, in terms of attendance, must probably be attributed to the interest and backing of the head and senior members of the staff.

ii An inter-disciplinary group often produces a surprisingly creative cross-fertilisation of ideas. This has been true in my experience of an across-the-board representation of all subjects among the staff attending a school-based course – eg the domestic

science and the English teachers seeing what they had to contribute to each other's work in the field of immigrant education.

iii As far as it's ever possible, those attending the school-based course share the same situation. Some of the benefits arising from this common situation can be listed as:
a individuals draw on common concerns and experiences in discussion;
b they can think in concrete practical terms towards feasible changes in a situation in which all have a vested interest;
c suggestions can be modified on the spot in the light of practical limitations that may be pointed out by the staff.

iv Heads and heads of department are brought into discussion and these are the people whose opinions need to be influenced in order to effect changes in the school. In some of the discussions I have sat in on, problems have been raised by younger members of staff of which more senior members had previously been unaware.

v The school-based course provides the possibility of drawing on the particular experience and expertise of the individuals on the staff, who can additionally be an integral part of the course programme. One in-service course gave the majority of the staff for the first time the opportunity of learning what aims and approaches their fellow staff member adopted in her immigrant reception class.

vi The question of follow-up to an in-service course can more easily be built in than in the teacher centre type course. If, in-built in the course programme, is a concern for practical steps to be implemented in the school these stand a fair chance of coming about. Also the need for an additional course or series of discussions may become apparent and these can be quite easily implemented. Again the presence of the senior members of staff can be strategic.'

The future: The Community Education Team in this authority are still in the process of formulating their thinking about the most effective way to deal with the relatively new concept of school-based in-service training.

They believe it to be important to strike the correct balance between informational content and an opportunity for the teachers to articulate their ideas and needs. Too much information may lead to irrelevancy and may reduce the ordinary teacher to misplaced feelings of inadequacy – 'I don't know anything about this'. On the other hand, a school-based in-service course where the information content was drastically reduced was criticised by participants for its lack of direction and structure, and as a result was ineffective. In order to strike this balance and to encourage young teachers to feel uninhibited about expressing their views in the presence of more experienced colleagues, the group now feel that the appropriate format for in-service training in schools may be an initial course followed by small group discussions, with experts on

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the spot to make contributions where necessary and to give some structure and direction to the discussion.

This method demands both commitment to find answers to problems relevant to their situation and increased contribution from the staff. It will, therefore, not succeed in effecting changes in the school unless this type of interest is present in at least a small group of staff. Although there has been no time to assess the results of this, the Community Education Team have recently been asked to help in designing an in-service school-based course for a comprehensive school in collaboration with a group of teachers on the staff. It is hoped that practical, effective suggestions will come from the course, mainly from the staff themselves, to increase the relevance of the school to the multi-racial community which it serves. A crucial factor in this, the Community Education Team believe, is the persistence of a working party of staff to carry recommendations through to action after the course has ended.

A copy of the programme is attached as Appendix VIII.

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4 Conclusions and Recommendations

LEAs and their schools who are seeking a solution to the under-achievement of minority group children, and who feel some answers to be in the provision of in-service teacher training, may wish to consider the following conclusions:

a There is a need for diversity of provision within in-service training

It will be clear, even from the small sample of cases described above, that there is a necessary and a clear role for many different types of provision of in-service training in this field.

The school-based course has the greatest potential to influence the school environment of the pupil, but it cannot be effective in isolation. A process of stimulation and creation of demand for at least some teachers in the school must precede successful school-based courses.

LEAs should, therefore, consider the diversity of courses they might provide, in a complementary role to the provision of national courses by the DES, Departments and Colleges of Education and other major institutions.

b There is a need to clarify the purpose and, as far as possible, the implications of each type of course

As the provision of in-service training increases, the technical expertise of the providers also grows. As there is as yet little in-service training in this area, it is likely that some local authorities will be considering provision for the first time. The aim of the provision will probably hinge on certain basic questions, such as:

i How many different ethnic groups are there in the schools, and what is the relative size of each?
ii Approximately how many of these are English speaking, non-English speaking, speak a dialect form of English?
iii In which schools are these groups significant?
iv Do the teachers consider these children are under-achieving in any way, or experiencing any adjustment or language difficulties?

and will grow to take account of other dimensions like the local resources in the area such as knowledgeable teachers as suitable courses are planned.

It is important that all course providers are aware of the potential influence and

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role of different types of courses so that, for example, they do not expect significant follow-up activity to occur in schools as a result of a course at a Teachers Centre, which at most will stimulate interest and awareness in a group of teachers. If the course is voluntary these teachers are likely to have a fair amount of commitment to multi-cultural education in any case. Some courses should be aimed at reaching those teachers who have previously not shown interest in this field. An element of encouragement by allowing time off to attend might be introduced, or the course will fail in its purpose. If the course is aimed at attracting heads of primary schools because of their potential influence in the school, then it is important that the local authority explain to the head why he should attend. If the aim is to affect the environment of a school towards a more multi-racial ethos, then a school-based course will be required.

Clearly a major purpose of any course is to be relevant to the situation in which the participants work. It is therefore necessary to strike a balance between information, and discussion and contributions from the participants, and to avoid the domination of the course by 'experts'.

Finally, it is important for the course providers to think ahead to the implications of the success of the course. For example, the promotion prospects and future of trained language specialists must be considered as an integral part of planning their training. The implication of setting up a course to stimulate interest in multi-cultural education is that the local authority must be prepared to foster that interest and to build on it. Similarly, it is likely that without the appointment of working parties of staff to follow through recommendations emerging from a school-based course, the course will not be fully effective.

c There is a need to consider the structures of institutions which the courses are trying to affect

It is clear that courses at Teachers Centres for heads, and even class teachers from primary schools, will have a more penetrating effect in the school for organisational reasons than courses for heads of secondary schools in that specialist subject departments have some degree of autonomy. It is likely that if the head of a secondary school is moved to make changes by the insight he has gained from a course on multi-cultural education, he is unlikely to achieve a great deal without backing from the heads of departments. A school-based course, or courses based on a group of schools, may fulfil the task of allowing the school to make effective decisions about future work and operation. It may also help solve the difficulty of implementing any curriculum change, in that however valid the suggestion for change, the content is hardly ever directly transferable from one school to another. A school-based course gives opportunity for some collective judgement to be made on modifications to the curriculum.

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The development of the current Government proposal to appoint professional tutors for the in-service training of new teachers will also have implications for course providers. Facilities for the Teachers Centres to co-operate with schools should be increased by this link.

d **There is a need to recognise the essential role of the LEA adviser on multi-cultural education in the provision of in-service training**
It is necessary that someone knowledgeable in the field of multi-cultural education be responsible for co-ordinating the provision of in-service training. The greater the influence this person has within the local authority, the more likely he is to gain resources such as high scale posts for his team of experts and financial backing for projects. One mode of operation is that areas of responsibility will be delegated to a team at the Teachers Centre once a link has been established with the adviser.

e **There is a need to tap the natural resources of the area in terms of skill and expertise**
Most local authorities will have at present in their area a potential 'resource team' of dedicated experienced teachers who could be used to visit schools, discuss training needs with heads, provide courses at schools and Teacher Centres of practical relevance to teachers and to liaise with other agencies – for example, local community relations councils – and collect materials. It is important that local authorities seek out and encourage these teachers to be trained to perform these functions. These groups will need to be given some support in order that the authority can encourage a valuable vehicle for effecting change towards a greater understanding of minority ethnic groups. Local authorities can benefit in this area by a response to local teacher initiatives.

f **There is a need to provide suitable facilities and media resources**
The local adviser and his resource team, while they are the key resources in the provision of in-service training in this field, cannot be fully effective without access to materials and resources for multi-cultural education. It is important that funds be set aside for the provision of such resources as literature, audio-visual aids, workshop materials at the Teachers Centre, and that the local authority makes full use of other resource banks in the area, for example, in Colleges of Education.

g **There is a need to consider what factors will limit the potential effectiveness of in-service training courses**
Given suitable conditions for the provision of in-service training in this field, for example an experienced resource team, back-up facilities, local authority support, the encouragement of local groups, it is likely that external conditions which may limit the effectiveness of courses will be taken into account. But success will still depend in part upon the following criteria, though this list is not exhaustive:

i pressure on staff – if the staff come to the course tired at the end of the day they will not get as much out of it as if they were given some time off;

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ii importance the staff attach to the course – the attitude of the head and the local authority is crucial to the frame of mind in which the staff approach a course, and to the effectiveness of any decisions reached on such a course;

iii the current situation at school – rapid turnover of staff or a re-organisation will need to be taken into account in the preparation of an in-service training course for a school.

Recommendations

1 Meeting the educational needs of pupils in multi-racial areas must be seen as a question of school management and of the participation of the entire staff *in finding* appropriate strategies for all children in a multi-racial school.

It is recommended that local authorities in multi-racial areas provide the opportunity for school-based in-service training courses to take place, where the implications of multi-cultural education can be worked out for the whole school.

2 It is recommended that local authorities in multi-racial areas provide a diversity of in-service training courses to cater for the various needs of teachers in multi-racial classrooms.

3 It is recommended that local authorities appoint an adviser to co-ordinate in-service training for multi-cultural education and to influence the direction of resources to this area.

4 It is recommended that local authorities use experienced teachers from the area to create a resource team which can be used to visit schools, draw on local community resources, discuss the training needs of staff with head teachers and provide courses at schools and Teacher Centres on multi-cultural education.

5 It is recommended that local authorities set funds aside for the provision of such resources as literature, audio-visual aids and workshop materials at the Teachers Centre, to be used by the resource team and local teachers.

6 It is recommended that local authorities establish links with other resource banks for multi-cultural education in the area, for example local Colleges of Education.

7 It is recommended that local authorities consider the functions of national courses, in particular in the development of a co-ordinated approach for tackling the task which faces our multi-racial schools, and send their key people to these courses.

Appendix I

Resources

This appendix is intended to be of practical help to course providers and it sets out a select list of resources relevant to education for a multi-cultural society. It is intended to provide useful guidelines and is in no way definitive. The appendix is divided into the following sections:

i Books
ii Journals
iii Audio-visual aids
iv Useful addresses

The Community Relations Commission and local Community Relations Officers (mentioned in more detail below) are in touch with many people concerned with education for a multi-racial society, including voluntary associations, local authority advisers, colleges and departments of education, teachers and minority groups, and would be pleased to give information, contacts and assistance to course providers. (Telephone: 01-836 3545)

Books

Useful bibliographies are often contained in books and journal articles concerned with education for a multi-cultural society and aspects of it. In addition some bibliographies are produced as separate publications. These include:

1 Community Relations Commission. *Education for a Multi-Cultural Society: a bibliography for teachers.* Revised edition 1974.

2 Day, Allison. *The Library in the Multi-Racial Secondary School: a Caribbean book list.* School Library Association. Community Relations Commission 1971.

3 Derrick, June. *English for Immigrant Children: an annotated list.* National Book League 1973.

4 Elkin, Judith (compiler). *Books for the Multi-Racial Classroom 1972.* (Library Association Youth Libraries Group, Pamphlet No 10).

5 Hill, Janet (editor). *Books for Children: the homelands of immigrants in Britain.* Institute of Race Relations 1971.

6 Kehr, Helen. *Prejudices: racist – religious – nationalist*. Valentine Mitchell (for the Institute of Contemporary History) 1971.

7 Lambeth Libraries. *Black Britons: a select bibliography on race* (compiled by John Buchanan). London Borough of Lambeth 1972.

8 New Beacon Books Ltd. Special Caribbean booklist for teachers, parents and teenagers.

9 Sivanandan, A. *Coloured Immigrants in Britain: a select bibliography*. IRR/ Research Publications 1972.

10 Willes, Mary. A survey of books about the education of immigrants. Association for the Education of Pupils from Overseas 1971.

Journals

Among journals of particular relevance are:

CRC Journal	Monthly journal of the Community Relations Commission. Published by the Community Relations Commission, 15/16 Bedford Street, London WC2E 9HX. Tel: 01-836 3545.
Education and Community Relations	Monthly education bulletin published by the Community Relations Commission.
Language Teaching and Community Relations	Quarterly bulletin for adult language teaching. Published by the Community Relations Commission.
New Community	Quarterly journal of the Community Relations Commission. Published by the Community Relations Commission.
Race	A quarterly journal published by the Institute of Race Relations, 247/249 Pentonville Road, London N1 9NG.
Race Today	Monthly journal published by Towards Racial Justice, 74 Shakespeare Road, London SE24 0PP. Tel: 01-737 2268.
Runnymede Trust Bulletin	Monthly bulletin published by The Runnymede Trust, Stuart House, 1 Tudor Street, London EC4Y 0AD.
Teacher Education and Community Relations	Termly bulletin published by the Community Relations Commission.

Audio-visual aids

Useful indexes covering audio-visual aids are:

1 CELPIS (Colleges of Education Learning Programmes Information Service). This lists some audio-visual materials made by colleges and departments of education. Particularly relevant headings in the first edition are:
Education 371.97 Special Education – Immigrants; and
English 428.24 English as a Second Language – Immigrants.

2 HELPIS (Higher Education Learning Programmes Information Service). This covers some audio-visual materials made by higher and further education institutions. It is arranged in classified order and has a subject index.

3 British National Film Catalogue. Short films and documentaries only.

The following organisations and firms hire out or sell relevant films and tapes:

BBC Enterprises Film Hire
25 The Boroughs
Hendon
London NW4 4AR
Tel: 01-202 5342

British Film Institute Distribution Library
42/43 Lower Marsh
London SE1 7RG
Tel: 01-928 4742

Central Film Library
Government Building
Broomyard Avenue
London W3 7JB
Tel: 01-743 5555

Community Relations Commission
15/16 Bedford Street
London WC2E 9HX
Tel: 01-836 3545

Concord Films Council Ltd
Nacton
Ipswich IP10 0JZ
Tel: Ipswich (0473) 76012

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The Other Cinema
12 Little Newport Street
London WC2H 7JJ
Tel: 01-734 8508

Open University
Walton Hall
Milton Keynes MK7 6AA
Tel: Milton Keynes (0908) 74066

Useful addresses

Commonwealth Institute
Library and Resource Centre
Kensington High Street
London W8 6NQ
Tel: 01-602 3252

The Library and Resource Centre of the Commonwealth Institute has a wide range of loan material to stimulate interest in the contemporary Commonwealth. It has material on race relations and education in multi-racial schools as well as on the Commonwealth and associated topics. The material is in various formats. There are books, pamphlets, periodical articles, wall charts, wall maps, illustrations, study kits, samples of products, 35 mm filmstrips, slide sets, overhead projector transparencies, tape recordings, cassette recordings and records.

The Library and Resource Centre is open from 10.00 am to 5.30 pm Monday to Saturday, and visitors are encouraged to come and select their own materials if possible. A librarian is always available to give advice when required. The loan scheme is free – users pay any return postage.

Community and Race Relations Unit (CRRU)
British Council of Churches
10 Eaton Gate
London SW1W 9BT
Tel: 01-730 9611

CRRU is concerned in the field of community and race relations with education and guidance, particularly of the Christian community and with the encouragement of local community projects in the UK. The unit has produced a number of publications; details on request.

Community Relations Commission (CRC)
15/16 Bedford Street
London WC2E 9HX
Tel: 01-836 3545

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The Commission has published a variety of studies on aspects of community relations and its Education Department produces material relevant to education in a multi-racial society. It is in touch with many people concerned with multi-racial education and can provide information helpful to course providers on request.

Local Community Relations Officers

There are over eighty local Community Relations Officers working throughout the country in areas where minority groups are concentrated. These officers have links with minority groups in the community and many are able to offer advice to colleges on setting up multi-cultural studies courses – particularly on arranging relevant field-work experience for students. A full list of Community Relations Councils is available from the Community Relations Commission, 15/16 Bedford Street, London WC2E 9HX. Tel: 01-836 3545.

Centre for Information on Language Teaching (CILT)
State House
63 High Holborn
London WC1R 4TN
Tel: 01-242 9020

CILT was established in 1966 to collect and co-ordinate information about all aspects of modern languages and the teaching of modern language. This information is available to individuals and organisations professionally concerned with language teaching. CILT can provide advice to teachers and teacher-trainers and has up-to-date information about teaching methods and materials.

CILT, together with the English-Teaching Information Centre of the British Council (ETIC) maintains a Language-Teaching Library and an Audio-Visual Library which can be used for reference and research. The latter includes facilities for listening to recorded material and for viewing slides and filmstrips. The CILT 'Register of Current Research' covers all disciplines relating to language teaching, and the Centre also produces 'Select Lists' (short introductory bibliographies for language teachers, including some relating to English for immigrants), 'Lists of Teaching Materials', 'Information Guides' and 'Information Papers'. A leaflet giving details of these services is available on request.

Institute of Race Relations
247/249 Pentonville Road
London N1 9NG
Tel: 01-837 0041

The Institute of Race Relations is an unofficial and non-political body, founded in 1958, to encourage and facilitate the study of the relations between races everywhere. It has published a wide variety of studies on aspects of community relations. The Institute has an extensive library of international literature, chiefly concerned with the Third World.

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The Media Resources Centre of the Inner London Education Authority
Highbury Station Road
Islington
London N1 1SB
Tel: 01-226 9143

The Media Resources Centre produces both materials, for example packs on Black Studies, Indian history, etc, and lists of resource information. Details of published material and on-going work can be obtained on application.

National Association for Multi-racial Education (NAME)
Association Secretary: A. N. Fitchett
19 Margreave Road
Chaddesden
Derby DE2 6JD
Tel: Derby (0332) 673439 (School 22551)

NAME was formerly the National Federation of Associations for the Education of Pupils from Overseas (ATEPOs). The new Association has wider aims than that which it replaces. The local NAME associations are concerned to help teachers in multi-racial areas. They are particularly interested in the problems of language teaching, both to non-English speakers and to West Indian children. However, their activities relate to the whole school curriculum, and to relevant areas outside it. Teaching English is seen as a means rather than as an end in itself. Conferences, workshop, discussion study-groups and exhibitions are organised, in many cases with the assistance of Local Education Authorities and Teachers Centres.

Royal Anthropological Society
36 Craven Street
London WC2N 5NG
Tel: 01-930 6328

The Royal Anthropological Society have compiled a folder giving a guide to resource materials. The folder is issued on a three-yearly basis and will be kept up to date each three-year period. This folder attempts to aid teachers locate resources available at present. The contents include lists of films with a brief description and cost, university departments where there is an interest in anthropology, and non-university teachers of anthropology, an extensive bibliography and miscellaneous information.

The Runnymede Trust
Stuart House
1 Tudor Street
London EC4Y 0AD
Tel: 01-353 8626

The Runnymede Trust is an independent foundation set up to provide information and to promote public education on race relations. The Trust has published a wide

variety of studies on aspects of community relations – a full list of these can be obtained on application.

School of Oriental and African Studies
Malet Street
London WC1E 7HP
Tel: 01-637 2388

The Extramural Studies Division of London University's School of Oriental and African Studies offers help to teachers and Colleges of Education with courses on Africa and Asia. This help takes three forms. Firstly, the Division can provide lecturers from the School's staff to give lectures or seminars in courses on geography, history, art, music, literature, religion and general studies. Secondly, the School can organise conferences on specific geographical areas or on themes such as Development to support programmes of work being done in schools and colleges. Thirdly, the Division runs a Resource Centre at 2/3 Bloomsbury Square, London WC1A 2RL, which contains a selection of reference books, a selection of books for use by secondary school pupils, and a collection of printed and duplicated material produced by a wide range of organisations, charities, governments, pressure groups, etc. All the material in the Resource Centre is card-indexed by area for easy reference. There is a small collection of audio-visual material and also a card index, by area, to all audio-visual material available in the United Kingdom on Asia and Africa. The Centre is open from 10.00 am to 5.00 pm all week-days and teachers are welcome to use the facilities available for examining books and material on Asia and Africa. There is, however, at present no loan system.

Voluntary Committee on Overseas Aid and Development (VCOAD)
Parnell House
25 Wilton Road
London SW1V 1JS
Tel: 01-828 7611

The Education Unit of VCOAD co-ordinates the educational work in Britain of various overseas aid charities, such as Oxfam, Christian Aid and War on Want. VCOAD provides teaching materials for pupils, student-teachers and teachers doing work on developing countries. Full details of resources available on request.

Appendix II

The extent of the enquiry

In all about 100 teachers or others concerned with in-service training for the multi-racial classroom were interviewed in depth. The interviews were conducted by the Reference Division of the CRC. No questionnaire was used as such but a list of topics to be covered was drawn up before all the interviews took place.

The interviews were conducted during the summer term 1974, and included teachers and others in the Inner and Outer London Boroughs, the Midlands and the North.

We would like to express our thanks again to the many people who have contributed their experience and expertise.

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Appendix III

Immigrant Pupils

Authorities and maintained schools with different densities of full-time immigrant pupils[1]

January 1972

(i) Authorities	Number of Authorities[2] where full-time immigrants as a percentage of all full-time pupils are:								
	25 and over	20 and under 25	15 and under 20	10 and under 15	5 and under 10	2 and under 5	Under 2	Authorities with no immigrant pupils[3]	Total
Type of Authority									
ILEA districts[2]	—	4	4	3	1	—	—	—	12
Outer London Boroughs	2	1	1	2	6	5	3	—	20
English County Boroughs	—	—	1	5	14	13	46	—	79
English Counties	—	—	—	—	1	3	39	3	46
Welsh Authorities	—	—	—	—	—	—	15	2	17
England and Wales	**2**	**5**	**6**	**10**	**22**	**21**	**103**	**5**	**174**
Region									
North	—	—	—	—	—	—	14	—	14
Yorkshire and Humberside	—	—	—	2	1	4	8	1	16
East Midlands	—	—	1	—	2	1	7	1	12
East Anglia	—	—	—	—	—	2	6	—	8
Greater London[2]	2	5	5	5	[illegible]	5	3	—	32
Other South-East	—	—	—	—	4	2	17	—	23
South-West	—	—	—	—	—	2	10	1	13
West Midlands	—	—	—	2	4	3	7	—	16
North-West	—	—	—	1	4	2	16	—	23
Wales	—	—	—	—	—	—	15	2	17
England and Wales	**2**	**5**	**6**	**10**	**22**	**21**	**103**	**5**	**174**

1 For the definition of immigrant pupils see paragraphs 36 and 37 of the Explanatory Notes of Statistics of Education.

2 Inner London Education Authority districts have been counted individually.

3 Not included in the previous column.

Source: *Statistics of Education 1972, Schools*, Volume 1, HMSO. Table 35.

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Appendix III – continued

(ii) Schools	Number of schools where full-time immigrants as a percentage of all full-time pupils are:								
	25 and over	20 and under 25	15 and under 20	10 and under 15	5 and under 10	2 and under 5	Under 2	Schools with no immigrant pupils[1]	Total
Type of Authority									
ILEA districts	294	89	113	138	207	148	75	30	1,094
Outer London Boroughs	241	73	119	142	259	383	436	204	1,857
English County Boroughs	361	111	152	251	428	804	1,665	2,923	6,695
English Counties	66	28	58	112	308	835	2,285	12,758	16,450
Welsh Authorities	1	1	1	2	21	41	200	2,009	2,276
England and Wales	**963**	**302**	**443**	**645**	**1,223**	**2,211**	**4,661**	**17,924**	**28,372**
Region									
North	—	—	2	8	14	63	200	1,993	2,280
Yorkshire and Humberside	63	24	50	76	99	197	429	1,966	2,904
East Midlands	54	14	21	33	73	122	315	1,587	2,219
East Anglia	6	4	6	9	47	103	202	850	1,227
Greater London	535	162	232	280	466	531	511	234	2,951
Other South-East	51	29	41	78	195	521	1,253	2,887	5,055
South-West	15	5	8	23	54	104	294	2,079	2,582
West Midlands	173	42	51	78	136	261	556	1,686	2,983
North-West	65	21	31	58	118	268	701	2,633	3,895
Wales	1	1	1	2	21	41	200	2,009	2,276
England and Wales	**963**	**302**	**443**	**645**	**1,223**	**2,211**	**4,661**	**17,924**	**28,372**

1 Not included in the previous column.

Source: *Statistics of Education 1972, Schools*, Volume 1, HMSO.

Appendix IV

One-term course for teachers of non-English-speaking children, 1973

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to Language	Language Patterns and Materials	Observation in Schools Language Acquisition in Young Children	Observation in Schools	Observation in Schools Language Learning
Observation in Schools	Observation in Schools	Observation in Schools Materials for Language Teaching (Scope 2)	Observation in Schools	Observation in Schools Seminar on Observation Period
Language (practical) Visit	Oral Patterns Sound System of English	Language (verbal) Workshop/ Tutorials	Teaching Practice Private Study/ Tutorials	Teaching Practice (discussion) Psychological Considerations Language
Listening Skills Concept 7-9 Visits	Listening Skills and Teaching Techniques	Significance of Learners' Errors Workshop/ Tutorials	Teaching Practice Private Study/ Tutorials	Intonation and Stress Materials (songs, stories, etc)
Dialogues and Games in Language Language Teaching	Simple Visual Aids Materials Study	Workshop Concept Formation	Teaching Practice Background to Immigrants from India	Private Study Visit
Concepts of Classification Language Seminar	Private Study Teaching Reading	Workshop/ Tutorial Background to Immigrants from West Indies (Black Studies)	Teaching Practice Materials	Teaching Reading Materials

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Appendix IV – continued

Monday	Tuesday	Wednesday	Thursday	Friday
Developing Communication Skill Mechanical Aids for Reading	Visit	Attitudes to Correctness Workshop	Teaching Practice Sikhism and the Sikh Community in Britain	Language Seminar Teaching Writing Skills
West Indian Creole Language Seminar	Writing Materials Mixed Ability Groups	Private Study/ Tutorials Workshop/ Tutorials	Teaching Practice Background to Immigrants from Cyprus	Private Study Educational Needs of Newly-arrived Immigrants from Caribbean
Writing Materials West Indian Community in Britain	Writing Materials Private Study	Language through Art and Craft Workshop Jilap Language Materials	Teaching Practice Nature of Prejudice Film	Teaching English for Work Drama Derived Language Techniques
Workshop Immigrants in Schools	Establishing Basic Language Needs Infant Teachers Panel	Assessment and Testing of Language Workshops/ Tutorials	Teaching Practice Private Study/ Tutorials	NFER Language Tests Children from Portugal
		Workshop/ Tutorials	Teaching Practice Observation in Schools	Visit Secondary Teachers Panel
Books for the Multi-racial Schools	Prejudice in Schools Workshop	Immigrants from Hong Kong Visit	Teaching Practice The Role of the Language Teacher	

Appendix V

Example 1

In-service course for newly-appointed staff in infant education centres: a course aimed to stimulate, to provide ideas and suggestions and an understanding of teaching in a special field of education

Monday 5 November	9.00–10.15	AN ASIAN WAY OF LIFE Social and educational background illustrated by slides
		break
	10.30–12.00	THE ASIAN CULTURE IN THE LOCALITY As seen through the eyes of the teacher/social worker
Tuesday 6 November	9.00–10.15	THE ROLE OF THE TEACHER A practical look at one's responsibilities as a teacher of young children
		break
	10.30–12.00	NUMBER An experienced and practical look at what this involves
Wednesday 7 November	9.00–10.15	WHAT IS LANGUAGE? How one begins to understand and teach English as a second language
		break
	10.30–12.00	THE PROCESS OF LEARNING TO READ The developing of a skill
Thursday 8 November	9.00–10.15	SONGS AND RHYMES Suggestions and ideas
		break
	10.30–12.00	STORIES Development of a basic idea
Friday 9 November	9.00–10.15	SITUATIONAL LANGUAGE WORK GROUPS The scope of language around a situation
		break
	10.30–12.00	Continued

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Appendix V – continued

Friday 9 November	1.30–2.30	TIME TO TRANSFER What the first school expects and the requirements of adapting to a new situation for centre children
		break
	2.45–3.30	FINALE Time for discussion
Follow-up course 1974		
Monday 6 May	1.45–2.45	MATHEMATICS FOR THE 5-7 YEAR OLDS Equipment, its uses, suggestions and ideas
		break
	3.00–3.45	Continued
Tuesday 7 May	1.45–2.45	PRE-READING Further ideas and suggestions and time to look at apparatus
		break
	3.00–3.45	Continued
Wednesday 8 May	9.45–11.30	ART AND CRAFT (Workshop)
	1.45–2.45	LANGUAGE WORKSHOPS
		break
	3.00–3.45	Continued
Thursday 9 May	1.45–2.45	AIDS AND APPARATUS Additional ideas for the use of materials
		break
	3.00–3.45	PARENT AND CHILD In an Asian culture
Friday 10 May	1.45–2.45	CULTURAL INTERFERENCE In language, home and school Discussion and question time
		break
	3.00–3.45	Continued

Appendix V – continued

Example II

Immigrant Education: A preparation course

January 23	9.30–10.45	What the Centres hope to achieve infant level junior senior
		break
	11.00–12.00	Language through the curriculum
January 30	1.30–2.30	Language through stories
		break
	2.45–3.45	Number and mathematics for the immigrant
February 6	1.30–2.30	Methods and materials for language teaching
		break
	2.45–3.45	Background to subject work
February 13	9.30–10.45	Use of aids and equipment for language teaching
		break
	11.00–12.00	Teacher/Social worker and the Asian
February 20	9.30–10.15	Acquiring the skills of reading
		break
	11.00–12.00	Culture interference throughout the curriculum
February 27	1.30–2.30	Situational language workgroups
		break
	2.45–3.45	Continued

Appendix VI

In-service courses for teachers on the education of immigrant children (8-13 *years*)

Autumn Term

Week 1

Monday	Introductory opening lecture: 'The Multi-Racial School' (plus discussion). Individual meeting, programme for term. Reading lists. Group selection for 'A' and 'B' visits and film.
Tuesday	Lecture: 'Immigration in Perspective' (survey and discussion). '*A*' *Language* – Lecture: 'Language and Concept Formation'.
Wednesday	'*B*' *Language* – Lecture: 'Phonetics (Phonology)'. Difficulties encountered by Indian, Pakistani, Greek, Turkish speakers. Direct method lesson in Japanese.
Thursday	'*C*' *Language* – Elements of English. English as a second language. Language in infant schools.
Friday	'*D*' *Language* – 'Scope' (I and II). Research projects. Continued all afternoon.

Week 2

Monday	'*E*' *Language* – University of Brixton, 'Hullo, Hullo!' BBC taped broadcasts and York (C. Hansom) Project. 'Structuring a Story' and workshops.
Tuesday	'*F*' *Language* – ALL DAY Materials making for first-stage Language Learning Workshops.
Wednesday	Lecture: 'Immigrant Children in British Schools' and discussion. Preparation for visits (and film?).
Thursday	GROUP VISITS ALL DAY Group A to schools. Group B to reception, language centres, etc.
Friday	VISITS ALL DAY Group A to reception centres, etc. Group B to schools.

Appendix VI – continued

Week 3	
Monday	EDUCATIONAL PATTERNS LEFT BEHIND (*a*) Punjab and Gujerat. (*b*) The Caribbean.
Tuesday	IMMIGRANT CHILDREN IN BRITISH SCHOOLS Lecture: Educational attitudes, expectations of parents, liaison with parents, etc. (Caribbean). Lecture: 'Prejudice'.
Wednesday	Lecture: Educational attitudes and expectations of parents, etc. (Asia). Lecture: Psychological factors relating to immigrant children.
Thursday	Group A and B *together*. Visits to schools in Leicester.
Friday	Seminars from visits so far (disciplines, controls, organisation, attitudes, etc). Lecture: 'The ability and assessment of immigrant children'.
Week 4	NB: Displays of books from John La Rose (New Beacon Books Ltd) and Library Association all this week.
Monday	ALL-DAY VISIT TO BIRMINGHAM (Teachers Centre, Language Centre and schools [Robert Chapman])
Tuesday	Follow-up discussions after Birmingham visit: (1) General (2) Language IMMIGRANT COMMUNITIES IN BRITAIN I Lecture: 'India, Pakistan and Bangladesh' (including homes).
Wednesday	II Lecture: 'The Caribbean'. III Lecture: 'Pakistanis'.
Thursday	Immigrant Communities in Britain FORUM – speakers – questions. FILMS
Friday	Individual consultations over personal investigations and work to be carried out within the teachers own school and class. Lecture: Home and school.

Appendix VI – continued

Spring Term	
Week 1	
Friday 12 January (in College)	Meeting in College
Week 2 Friday 19 January	
Week 3 Friday 26 January	
Week 4 Friday 2 February	
Week 5 Friday 9 February	Teachers come back for each of these days. Therefore the theme is 'The work in the schools'. Individual help – together with group sharing and discussions.
Week 6 Friday 16 February	
Week 7 Friday 23 February	
Week 8 Friday 2 March	
Week 9 Friday 9 March	
Summer Term	VALUES OF SCHOOL AND SOCIETY
Week 1	
Monday	Lecture: 'Integration and assimilation as affecting educational practice'. Use of indigenous literature and story.
Tuesday	Religious Education Lecture: Hinduism and Sikhism (implications for teaching). Lecture: Multi-racial assemblies.
Wednesday	Mathematics and Science ('Language of') 'Social Studies' (History and geography, 'Language of').
Thursday	Movement and Dance Visit to a school to see Asian dancing?

Appendix VI – continued

Friday	Timetable planning, work planning, teaching materials, survey of existing books, pictures, apparatus, etc. VISIT: Teachers and Language Centre.
Week 2	
Monday	ALL DAY The Birmingham West Indian Language Project.
Tuesday	Lecture/Demonstration: Language, mime, drama (class of children). Lecture: The immigrant school-leaver; adjustment – preparation, for work and society).
Wednesday	VISITS: Institute of Race Relations – morning CRC – afternoon Commonwealth Institute – morning New Beacon Books Ltd (publishing Caribbean), am or pm
Thursday	REPORTS AND DISCUSSIONS FROM VISITS Plus 'Festival of Friendship' (film). Lecture 1: Education for community relations.
Friday	Lecture 2: 'Further developments since the Rose Report'. Teachers' own studies shared with the group.
Week 3	
Monday	LANGUAGE WORKSHOP ALL DAY (Making)
Tuesday	AVA ('Soft wear'): Projectors, slides, tapes, etc.
Wednesday	AVA: Television, etc related to language, plus film.
Thursday	VISIT: To Language Lab. Follow-up from visit and open for reading, library, continuity of reportage

Appendix VI – continued

Friday	FILMS: 'Punjabi Village' 'Immigrant School Leavers' 'Jamaica 1971' 'Colbeck Village' (DES films) 'Old Harbour Primary School' 'Passage to England' 'Sid's Family' Lecture: 'Equality of opportunity?'.
Week 4	MULTI-CULTURAL SCHOOLS
Monday	I *At Infant Level* Follow-up in seminar groups.
Tuesday	II *At Primary Lower Junior and Middle Level* BOOK EXHIBITION ALL DAY (Library) (CRC, Longmans, OUP, National Book Trust, Delhi) Follow-up in seminar groups.
Wednesday	III *At Secondary Level* Follow-up.
Thursday	Seminar discussions (follow-up of three days in the schools in groups) LIBRARY
Friday	FINAL LECTURE (also to be a Full College Lecture): 'Towards a multi-cultural society' 'Where am I?' Tea-party for Heads of schools, etc repre-ented on course plus course members and tutors.

Appendix VII

Course on the multi-racial school for the staff

Programme

Week 1 (13 June)	Introduction Asian backgrounds
Week 2 (20 June)	Incorporating the Asian background in the school lesson (i) Materials, sources and bibliographies (ii) Ideas for the subject teacher
Week 3 (27 June)	The situation of the immigrant teenager – at school and after
Week 4 (4 July)	Language needs of Asian students in the school (i) The reception class (First phase) (ii) Requirements in the ordinary subject class (Second phase)
Week 5 (11 July)	The West Indian students in the school Some notes on background, materials and sources for the class, language needs
Week 6 (18 July)	Information about ethnic and integrated studies approaches in the multi-racial school

Appendix VIII

The community and the school: An in-service course for staff

1	(6 May)	'Principles of community education'
2	(13 May)	'Issues in community organisation' and 'The role of the social services acting as a link between different groups in the community and local borough services'
3	(20 May)	'Communities – issues and values'
4	(3 June)	'Some of the communities from which the school population is drawn'
5	(10 June)	Course participants to form working parties to discuss 'Where we go from here'. The aim of the working parties will be to emerge with some decisions about practical development from the course. (Outside speakers may be invited to sit in on the working parties in a consultative role.)
6	(17 June)	

Selected CRC Publications

A Bibliography for Teachers	Free
Teacher Education for a Multi-cultural Society (Joint CRC/ATDCE Committee publication)	Free
Language *Christopher Candlin and June Derrick*	Free
World Religions: Aids for Teachers (3rd edition)	35p
Linguistic Problems of West Indian Children	Free
Background to the Educational Difficulties of Some West Indian Children	Free
CRC Evidence to the Bullock Committee on Reading and the Use of English	Free
CRC Evidence on Education to the House of Commons Select Committee on Race Relations and Immigration	Free
Dialect in School *J Wight*	Free
Language Teaching Schemes in England and Scotland	Free
Teaching English as a Second Language to Women	Free
Educational Needs of Children from Minority Groups. Reference Series No. 1	30p
The Employment of Non-English-Speaking Workers: What Industry Must Do. Reference Series No. 2	30p
Unemployment and Homelessness: A Report. Reference Series No. 3 (HMSO)	£1.00
One Year On: A Report on the Resettlement of the Refugees from Uganda in Britain. Reference Series No. 4	60p
Response to the Recommendations of the Select Committee. Reference Series No. 5	75p
The Employment of Black People in a London Borough	25p
Ethnic Minorities in Britain: Statistical Data	Free
The Annual Report of the Community Relations Commission, 1973-74 (HMSO)	59p
Race Relations in Britain: A Select Bibliography with Emphasis on Ethnic Minorities (4th edition)	Free
CRC evidence to the NYEC working party on job opportunities below craft level	Free

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15-16 Bedford Street
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60p

Battley Brothers Printers 37 Old Town Clapham London SW4 0JN